Using DIBELS Data to Drive Instruction

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Cache County School District
October 13, 2009



Cache County School District

- 15,00 students K-12
- 14 elementary schools (8 are Title I)
- Suburban/Rural
- 29% low income (3 are over 50%)
- 8% Second Language Learners

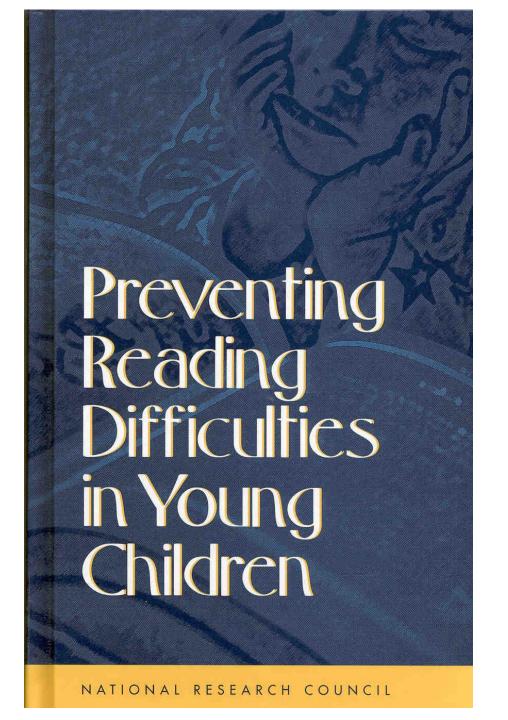
CCSD Literacy Team

- Superintendent
- Assistant Superintendent
- Title I, SPED and ALS Directors
- 350 Teachers (Classroom, SPED, ESL & SpL)
- 14 Principals
- 8 Literacy Facilitators (school level)
- 2 Literacy Coordinators (district level)
- 230 Para-Professionals
- Parents and Volunteers

Cache County School District Reading Goal

"All children will read at grade level by the end of third grade."

- Superintendent Steve Norton (1998)



In 1995, the U.S.

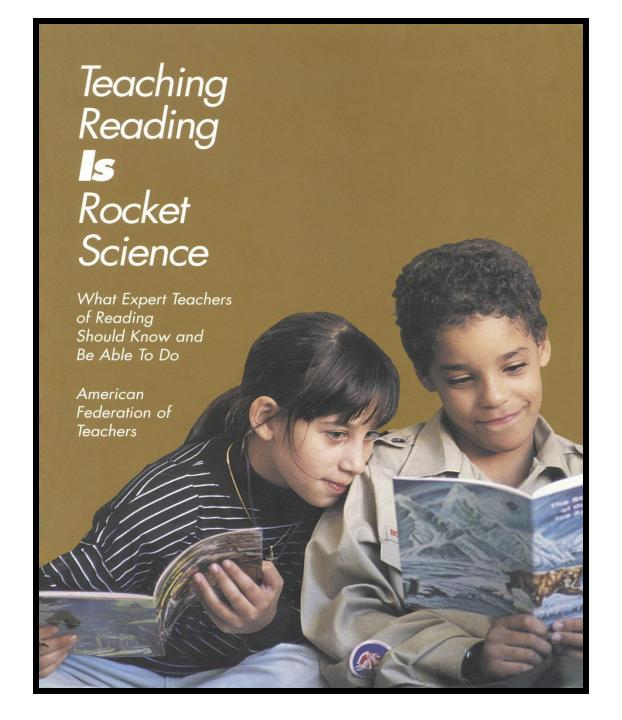
Department of Education and the National Institutes of Health

National Academy of Sciences

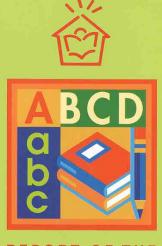


Report from the National Research Council

1998



www.aft.org
June 1999



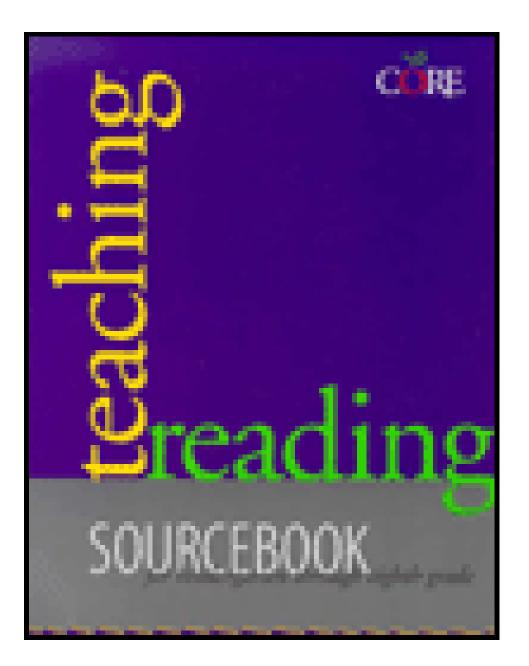
REPORT OF THE

National Reading Panel

TEACHING CHILDREN TO READ

An Evidence-Based Assessment of the Scientific Research Literature on Reading and Its Implications for Reading Instruction National Institute of Child Health and Human Development & U.S. Department of Education

Report of the National Reading Panel April 2000



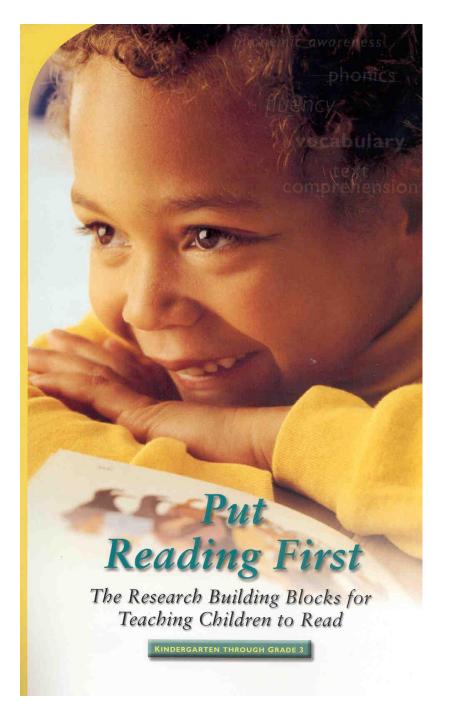
Teaching Reading Sourcebook

By Bill Honig, Linda Gutlohn, Linda Diamond, Linda Gut Iohn, Jacalyn Mahler

Published by Arena Press, Novato, California

Spring, 2000

ISBN #1-57128-119-3



Available from:

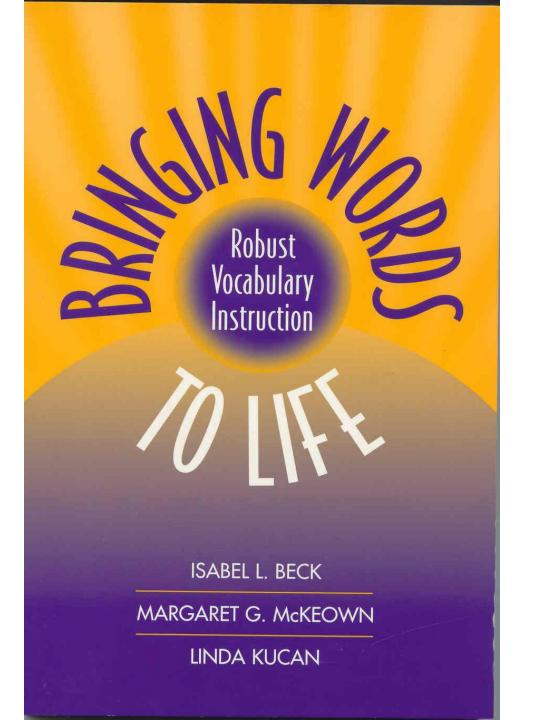
National Institute for Literacy

1-800-228-8813

EdPubOrders@aspensys .com

www.nifl.gov

2001



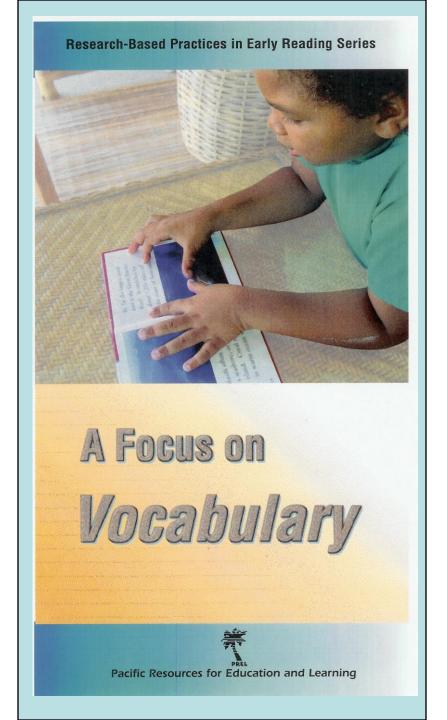
Bringing Words to Life

Isabel Beck

M. McKeown

L. Kucan

Guilford Press 2002



A Focus on Vocabulary

Fran Lehr, M.A.
Jean Osborn, M.Ed.
Dr. Elfrieda Hiebert

Pacific Resources for Education and Learning

www.prel.org

What did we learn?

"The most powerful way to improve education is to collect the right data and to keep it in front of the right people."

 Kennewick School District's presentation to the House Appropriations Committee, January 2005

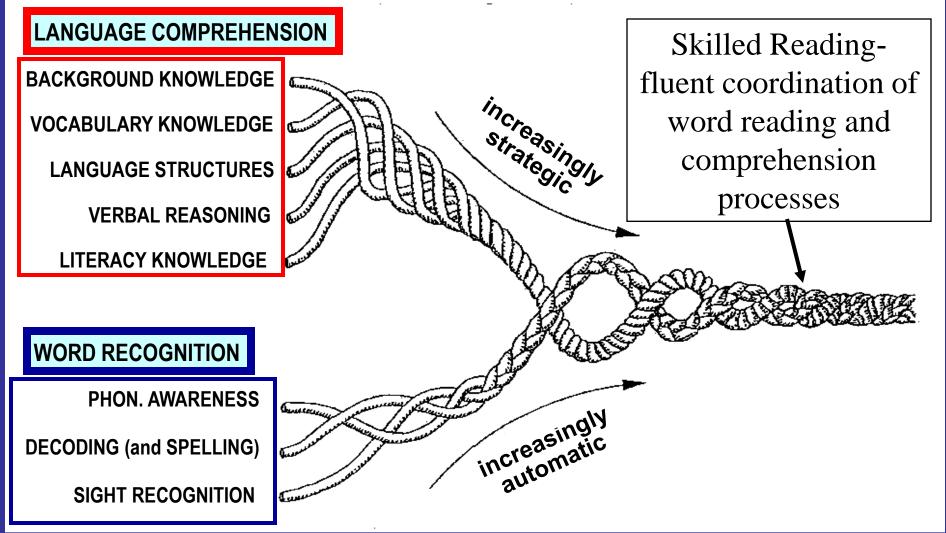


Relative Variability in Student Academic Progress

5% - District 15% - School 65% - Teacher

Dr. William Sanders, University of Tennessee

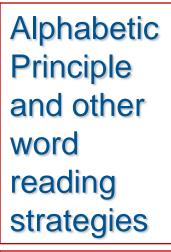
The Many Strands that are Woven into Skilled Reading (Scarborough, 2001)



Reading is a multifaceted skill, gradually acquired over years of instruction and practice.







Acquisition of Fluency

Development of Vocabulary, Knowledge and Thinking Skills

Development of attitudes—----motivation, interest, curiosity

What kind of assessements do we need: Big Ideas

Screening assessments that identify children who are lagging behind in growth of critical skills

Progress monitoring in growth of critical reading skills for all children during the year to help plan instruction

Diagnostic assessments for children who may require very specialized types of interventions

End of year *outcome* assessments in the critical elements of reading growth –is the child on track to read at grade level by third grade?



What should we be monitoring?

<u>Kindergarten</u> – phonemic awareness, letter-sound knowledge, decoding, vocabulary, listening comprehension

1st grade – phonemic awareness, letter-sound knowledge, decoding, vocabulary, fluency, listening comprehension

2nd grade – decoding, vocabulary, fluency, reading comprehension

3rd -5th grade - vocabulary, fluency, reading comprehension



Cache County School District 2003 Language Arts CRT Results

	Level 1	Level 2	Levels 3 & 4	% Reading on Grade Level
Grade 1	2 students	33 students	913 students	96%
Grade 2	0 students	14 students	908 students	99%
Grade 3	10 students	118 students	885 students	87%
Grade 4	17 students	112 students	793 students	86%
Grade 5	20 students	193 students	745 students	79%

Cache County School District Spring 2003 DIBELS Oral Reading Fluency

	Intensive	Strategic	Benchmark
Grade 1	9%	25%	66%
Grade 2	17%	16%	67%
Grade 3	12%	26%	62%

DIBELS Benchmark Outline

Kindergarten F W Sp	First Grade F W Sp	Second Grade F W Sp	Third Grade F W Sp	Fourth Grade F W Sp	Fifth Grade F W Sp	Sixth Grade F W Sp
FSF						
LNF 8 27 40* 2 15 29 PSF 18 35*	37 25 35* 35 35		LNF = Let PSF = Ph NWF = No WUF = Wo ORF = Ora		Fluency (phonemic awarenes (alphabetic principle measure) plary measure) ency measure)	
7 10 NWF 13 25 5 15 WUF	10 10 10 24 50* 50 13 30 30	50 30				
(no benchmark	(s set)					
	ORF 20 40 8 20 RTF	44 68 90 26 52 70	77 92 110 53 67 80	93 105 118 71 83 96	104 115 124 81 94 103	109 120 125 83 99 104
		elling <i>less than 25% of</i> t risk for comprehension				
F W Sp Kindergarten	F W Sp First Grade	F W Sp Second Grade	F W Sp Third Grade	F W Sp Fourth Grade	F W Sp Fifth Grade	F W Sp Sixth Grade

Shaded boxes

BENCHMARK (large number in top of each box) = Students scoring at or above this level have at least an 85% likelihood of achieving the next benchmark.

INTENSIVE (small number in each box)

= Students scoring below this level have less than 20% likelihood of achieving the next benchmark.

Threshold Benchmarks*

= Scores above this level on these subtests (FSF, LNF, PSF, NWF) are not necessary to predict reading achievement.

⁼ The most predictive DIBELS subtests at that point in time.

Why Oral Reading Fluency?

- ORF is highly correlated to reading comprehension.
- When reading fluency is increased through *repeated reading* techniques, comprehension also increases.



"The Canary in the Coal Mine"

Use Oral Reading Fluency as a screen to see whether students can read grade level text accurately and automatically with appropriate phrasing and expression.



Benchmark numbers:

- 1^{st} Grade = 40 wpm
- -2nd Grade = 90 wpm
- -3^{rd} Grade = 110 wpm
- -4th Grade = 120 wpm
- -7 + Grade = 140 wpm



End-of-Year Oral Reading Fluency Norms and Standards

2008

		National Norms	2008				
Grade	Percentile	National Norms Hasbrouck & Tindal, 2004	Cache District	USOE Standard	DIBELS Benchmark		
	90^{th}	111 82	141				
	75 th		111				
1	50 th	53	80	60	40		
	$25^{\rm th}$	28 15	53				
	10 th		32				
	90^{th}	142	167				
	75 th	117	141				
2	50 th	89	118	80	90		
	25 th	61	91				
	$10^{ m th}$	31	68				
	90 th	162	190				
	75 th	137	160				
3	50 th	107	131	100	110		
	25 th	78	104				
	$10^{ m th}$	48	79				
	90 th	180	189				
	75 th	152	168				
4	50 th	123	141	120-150	118		
7	25 th	98	115	120 130	110		
	10 th	72	95				
	90 th	194	205				
	75 th	168	183				
5	50 th	139	157	120-150	124		
3	25 th			120-130	124		
	25 th	109	131 109				
	90th	83	109				
	75 th	204 177					
				120 150	105		
6	50 th	150		120-150	125		
	25 th	122					
	10 th	93					
	90 th	202					
_	75 th	177					
7	50 th	150					
	25 th	123					
	10^{th}	98					
	$90^{ m th}$	199					
	75 th	177					
8	50 th	151					
	25^{th}	124					
	$10^{ m th}$	97					

Going Beyond the numbers...*

Instructionally – pay attention to the behavior around the "numbers":

- accuracy rate
- error pattern
- phrasing or not
- quality of the reading
- * You must hear students read to get an understanding of these reading "behaviors".



At 40 words per minute....

most children should be freed up to ask "Does it make sense?" at the sentence level. The student should be able to self-correct errors that change meaning. If not, directly teach students how to monitor for meaning as part of their instruction.

At 60 words per minute....

phrasing should start to occur. Below this number students are still actively involved in the task of word recognition and are not able to read words in groups. If reading 60+ wpm directly teach phrasing to students who aren't demonstrating this skill.

At 140 words per minute...

fluency no longer negatively impacts reading success, assuming that accuracy is above 97%.



Why measure Accuracy?



Why measure Accuracy?

Teachers gain additional information when considering accuracy percentage, in addition to correct words per minute.



How accurate do they need to be?

90%? 93%?

95%?

98%? 100?

96%?



1st Grade through early 2nd Grade:

Accuracy percentages below 90% are strongly indicative of underlying decoding difficulties.



3rd Grade and up:

Accuracy percentages below **97%** are strongly indicative of underlying decoding difficulties.



At any grade:

If students have low ORF but accuracy percentages above 97%, low fluency may be related to

- processing speed
- vocabulary
- comprehension issues *
- * A small minority of students who are slow but accurate readers may mask decoding difficulties by developing a strong ability to use *context clues* to figure out unknown words.



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Threshold Benchmarks*

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⁼ The most predictive DIBELS subtests at that point in time.

How should this guide instruction?

- Accuracy rates of 98% should be encouraged when students read orally.
- Students should be encouraged to read accurately before encouraging them to read with speed.
- Measure both accuracy rate and cwpm when practicing fluency.



Accuracy Rate

Words Correct ___ / Total Words___= Accuracy Rate___

Example:

Good News:

Accuracy rate is now calculated when data is entered on the database.

Oral Reading Fluency (ORF)

	Fall Benchmark		Winter Benchmark		Spring Benchmark	
Oral Reading Fluency	Correct (median)	Errors (median)	Correct (median)	Errors (median)	Correct (median)	Errors (median)
	1					



Oral Reading Fluency (ORF)

83 91 88 † median



Accuracy must develop first!



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"Please read this out loud. If you get stuck, I will tell you the word so you can keep reading. When I say 'stop' I may ask you to tell me about what you read, so do your best reading."



Model and encourage good reading only!

185 wpm



Do not encourage students to skip the hard words.



From the DIBELS Website:

Message to Parents: You should not use these materials to coach your child. If your child is being tested by his or her school, coaching them on the materials will invalidate the results. DIBELS is never used to grade your child; instead, it is used to identify students who need additional instructional support. If you coach your child, you may be removing instructional support that he or she needs.

Cache District Reading Fluency Data

Percentage of students scoring at or above the DIBELS Benchmark by spring of each year*

		Kindergarten	First	Second	Third	Fourth_	Fifth
CACHE	02-03	58	66	67	62		
DISTRICT	03-04	70	82	70	69	65	70
	04-05	79	84	79	69	72	78
	05-06	80	87	80	73	74	78
	06-07 07-08	77 84	87 86	81 76	77 71	76 73	81 81
				58		73	81
Lewiston	02-03	33	53		63		
	03-04	49	82	61	64	64	60
	04-05 05-06	53 69	80 83	73 75	56 69	65 61	78 63
	05-06	69 78	83 87	75 82	69 77	61 74	63 72
	07-08	80	89	80	74	78	81
Lincoln	02-03	67	57	60	55		
	03-04	59	75	60	65	60	60
	04-05	66	79	71	56	65	64
	05-06	71	70	63	69	55	69
	06-07	71	86	76	68	66	79
	07-08	88	78	68	73	67	83
Millville	02-03	68	3	63	69		
1	03-04	76	82	72	61	67	75
1	04-05	74	89	73	63	70	78
1	05-06	71	87	87	67	79	75
1	06-07 07-08	83 90	82 85	78 74	78 73	73 60	77 78
	27-00	50				30	70
Nibley	02-03	42	70	59	74		
	02-03	46	86	71	61	75	64
	03-04	46 80	86	71 80	61 76	75 73	64 80
	05-06	57	89	73	77	78	75
	06-07	60	80	88	77	78	81
	07-08	69	77	73	81	72	83
NoPark/GrVill	le 02-03	63	66	68	59		
	03-04	83	78	75	67	61	73
	04-05	85	84	82	78	71	77
	05-06	83	83	80	75	82	79
	06-07	79	82	79	74	81	84
	07-08	85	83	75	72	74	83
Park	02-03	63	77	81	62		
	03-04	83	92	82	82	66	78
	04-05 05-06	86 96	79 98	86 73	72	74 69	74 82
	05-06 06-07	96 86	98	73 67	77 65	69 75	82 80
	07-08	93					
		55	96	81	52	69	87
Providence	02-03						
Providence	02-03	56	63	70	62	69	87
Providence	03-04	56 68	63 86	70 70	62 73	69	87
Providence		56	63	70	62	69	87
Providence	03-04 04-05 05-06 06-07	56 68 84 93 85	63 86 86 88	70 70 75 82 81	62 73 67 81	69 69 74 78 86	73 87 86 87
Providence	03-04 04-05 05-06	56 68 84 93	63 86 86 88	70 70 75 82	62 73 67 81	69 69 74 78	87 73 87 86
	03-04 04-05 05-06 06-07 07-08	56 68 84 93 85	63 86 86 88 89	70 70 75 82 81 76	62 73 67 81 80 66	69 69 74 78 86	73 87 86 87
Providence	03-04 04-05 05-06 06-07 07-08	56 68 84 93 85 92	63 86 86 88 89 93	70 70 75 82 81 76	62 73 67 81 80 66	69 69 74 78 86	73 87 86 87 87
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	03-04 04-05 05-06 06-07 07-08 02-03 03-04 04-05	56 68 84 93 85 92 67 87 89	63 86 86 88 89 93 83 83	70 70 75 82 81 76 72 68	62 73 67 81 80 66	69 74 78 86 74	73 67 86 87 87 87
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Rvr. Heights	03-04 04-05 05-06 06-07 07-08 02-03 03-04 04-05 05-06 06-07 07-08	56 68 84 93 85 92 67 87 89 88 76 87	63 86 88 89 93 93 93 95 96 96	70 70 75 82 81 76 72 68 80 84 82 76	62 73 67 81 80 66 60 71 69 76 75	69 74 78 86 74 61 81 77	87 73 87 86 87 87 87 72 76 88
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Rvr. Heights	03-04 04-05 05-06 06-07 07-08 02-03 03-04 04-05 05-06 06-07 07-08	56 68 84 93 85 92 67 67 87 89 88 76 87	63 86 88 89 93 83 93 95 96 90 90	70 75 82 81 76 77 76 88 80 84 82 76	62 73 67 81 80 60 71 71 99 76 75 74	69 69 74 78 60 74 61 61 77 79 65	73 67 66 87 67 72 78 68
Rvr. Heights	03-04 04-05 05-06 06-07 07-08 02-03 03-04 04-05 05-06 06-07 07-08	56 68 84 93 85 92 67 87 89 68 76 87	63 86 88 89 93 93 83 95 96 90 90	70 75 82 81 76 72 68 80 84 82 76	62 73 67 81 80 66 60 71 69 76 75 74	69 69 74 78 86 74 61 51 77 79 65	73 67 66 87 67 72 76 68 77
Rvr. Heights	03-04 04-05 06-06 06-07 07-08 02-03 03-04 04-05 05-06 06-07 07-08	56 68 84 93 85 92 92 67 87 89 98 76 67	63 86 85 89 95 93 83 93 95 96 90 97 76 62 87	70 70 75 82 81 76 72 68 80 84 82 76 77 76 77 66 66 68	62 73 67 81 80 66 60 71 69 76 75 74	69 69 74 78 66 74 61 61 77 79 65	73 67 68 77 77 77 668 77 62 68 68 68 62 68 68 68 68 68 68 68 68 68 68 68 68 68
Rvr. Heights	03-04 04-05 06-06 06-07 07-08 02-03 03-04 04-05 06-07 07-08 02-03 03-04 04-05 06-06 04-05 06-06	56 68 81 53 53 85 52 67 67 89 80 80 74 67 67 77 54	63 86 88 89 93 93 53 95 96 90 90	70 76 75 82 81 76 72 68 80 84 82 76 71 70 86 86	62 73 67 81 80 60 71 71 69 76 75 74 74 72 78	69 69 74 78 66 74 61 61 77 79 65	73 67 66 87 87 72 76 68 77 77
Rvr. Heights	03-04 04-05 06-07 07-08 02-03 03-04 04-05 05-06 06-07 07-08 03-04 04-05 05-06 06-07 07-08	56 68 84 93 85 92 67 87 89 68 76 87 54 69 79 84 76	63 85 85 89 99 99 83 83 95 96 90 90 67 76 82 87 88	70 70 75 82 81 76 76 77 68 80 84 82 76 71 70 86 86 88	62 73 67 81 80 66 60 71 69 76 75 74 59 74 72 78 80 77	69 69 74 78 66 74 61 61 77 79 65	73 67 68 77 77 77 668 77 62 68 68 68 62 68 68 68 68 68 68 68 68 68 68 68 68 68
Rvr. Heights	03-04 04-05 06-06 06-07 07-08 02-03 03-04 04-05 05-06 06-07 07-08	56 68 84 93 85 92 92 67 87 89 98 76 67	63 86 85 89 95 93 83 93 95 96 90 97 76 62 87	70 70 75 82 81 76 72 68 80 84 82 76 77 76 77 66 66 68	62 73 67 81 80 66 60 71 69 76 75 74	69 69 74 78 66 74 61 61 77 79 65	73 67 86 87 87 72 76 88 77 77 77
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Rvr. Heights Sun/Summit	03-04 04-05 05-06 06-07 07-08 02-03 03-04 06-06 06-07 07-08 02-03 03-04 04-05 06-06 06-07 07-08	56 68 51 53 65 52 67 67 67 69 68 68 67 69 78 69 78 69 79 64 78 65 65 66	63 86 88 89 93 93 93 95 96 90 97 76 82 87 88	70 70 75 75 75 76 81 76 72 68 80 84 82 76 71 70 86 88 82 75 69	62 73 67 61 60 66 60 71 69 76 75 74 72 78 80 77	69 69 74 78 86 74 61 81 77 79 65	67 73 67 66 67 72 76 68 88 77 77 77
Rvr. Heights	02-04 04-05 04-06 04-07 02-03 02-04 03-04 04-05 05-06 05-06 05-07 07-08 02-03 03-04 04-05 05-06 05-06 07-08	56 68 84 93 85 92 67 87 89 88 87 69 69 68 67 54 69 65 65 65 68 68 62	63 85 86 89 99 93 33 55 96 90 90 67 78 22 87 88 89	70 70 75 82 81 76 76 80 84 82 76 77 70 86 88 82 76 71 70 86 88 82 75 69 85	62 73 67 81 80 66 66 67 71 69 76 75 74 59 74 72 78 80 77 62 67 64 72	69 74 78 86 74 61 61 77 79 65 61 75 76 79 75	87 73 87 87 87 72 76 88 77 77 77 68 73 82 80 85
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Rvr. Heights	02-04 04-05 04-06 04-07 02-03 02-04 03-04 04-05 05-06 05-06 05-07 07-08 02-03 03-04 04-05 05-06 05-06 07-08	56 68 84 93 85 92 67 87 89 88 87 69 69 68 67 54 69 65 65 65 68 68 62	63 85 86 89 99 93 33 55 96 90 90 67 78 22 87 88 89	70 70 75 82 81 76 76 80 84 82 76 77 70 86 88 82 76 71 70 86 88 82 75 69 85	62 73 67 81 80 66 66 67 71 69 76 75 74 59 74 72 78 80 77 62 67 64 72	69 74 78 86 74 61 61 77 79 65 61 75 76 79 75	87 73 87 87 87 72 76 88 77 77 77 68 73 82 80 85
Rvr. Heights Sun/Summit Wellsville	03-04 04-05 05-06 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08	56 68 64 53 65 67 67 67 67 67 69 68 68 69 77 54 69 79 64 76 65 66 67 67 68 68 68 68 68 68 68 68 68 68 68	63 86 88 89 93 93 63 95 97 76 82 87 88 88 88 64 90 90 93	70 70 75 75 82 81 76 76 72 68 80 84 82 76 71 70 86 86 87 75 69 85 66 86 77	62 73 67 61 60 66 60 71 69 76 75 74 74 72 78 80 77 62 67 77	69 74 78 86 74 61 61 61 77 79 65 65	73 67 66 67 67 72 76 68 77 77 77 77 77 77 77 90 65
Rvr. Heights Sun/Summit Wellsville	03-04 04-05 05-06 05-06 05-07 07-08 03-04 03-04 05-06 05-06 05-06 06-07 07-08 07-08 07-08 07-08 08-07 07-08 08-07 07-08 08-07 07-08 08-07 07-08	56 60 61 61 51 65 52 67 67 67 69 68 68 67 67 69 68 68 68 68 68 68 68 68 68 68 68 68 68	63 85 85 86 86 87 75 86 88 88 88 88 88 88 88 88 88 88 88 88	70 70 75 82 81 76 72 88 80 84 82 76 71 70 86 86 86 87 75	62 73 67 81 80 66 66 69 76 75 74 74 72 78 80 60 77 77 74 72 74 72 74 72 75 74 75 74 75 76 76 77 77 74 76 77 76 77 77 78 78 78 78 78 78 78 78 78 78 78	69 74 78 86 74 61 61 61 77 79 65 61 77 70 72 70 72 80 76	67 73 67 67 67 72 76 68 77 77 77 68 69 73 62 60 65 79 60 65
Rvr. Heights Sun/Summit Wellsville	03-04 04-05 05-06 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08 05-06 05-07 07-08	56 68 64 53 65 67 67 67 67 67 69 68 68 69 77 54 69 79 64 76 65 66 67 67 68 68 68 68 68 68 68 68 68 68 68	63 86 88 89 93 93 63 95 97 76 82 87 88 88 88 64 90 90 93	70 70 75 75 82 81 76 76 72 68 80 84 82 76 71 70 86 86 87 75 69 85 66 86 77	62 73 67 61 60 66 60 71 69 76 75 74 74 72 78 80 77 62 67 77	69 74 78 86 74 61 61 61 77 79 65 65	73 67 66 67 67 72 76 68 77 77 77 77 77 77 77 77 68 69 79

CRT Language Arts - Cross-Year Proficiency Data

				ng at proficiency (lev			
		<u>Kindergarten</u>	<u>First</u>	Second	<u>Third</u>	<u>Fourth</u>	Fifth
CACHE	03-04	N/A	91	90	91	86	87
DISTRICT	04-05	N/A	90	93	91	90	88
	05-06 06-07	N/A N/A	94 92	93 92	92 92	91 91	90 90
STATE	03-04	N/A	77	78	76	77	76
of	04-05	N/A	76	79	77	79	78
UTAH	05-06	N/A	77	79	78	80	79
	06-07	N/A	77	79	75	77	76
		N/A	89	87	81	90	88
Lewiston	03-04						92
	04-05 05-06	N/A N/A	88 91	87 91	91 89	86 90	92 89
	06-07	N/A	90	96	89	91	91
Lincoln	03-04	N/A	83	88	78	74	74
	04-05	N/A	80	85	86	81	72
	05-06	N/A	81	90	80	88	80
	06-07	N/A	85	87	86	80	82
		_					
Millville	03-04	N/A	91	89	93	88	91
	04-05	N/A	94	93	86	91	91
	05-06	N/A	92 89	95 89	93 95	93 87	89 88
	06-07	N/A	09	89	93	61	00
Nibley	03-04	N/A	90	91	87	88	70
	04-05	N/A	83	89	91	91	90
	05-06	N/A	90	86	93	90	90
	06-07	NA	84	96	90	92	93
NoPark/GrVille	03-04	N/A	89	93	88	86	89
1101 0110 011111	04-05	N/A	95	96	92	90	90
	05-06	N/A	96	95	92	93	89
	06-07	N/A	93	93	88	91	90
Park	03-04	N/A	98	89	88	88	81
	04-05	N/A	94	86	87	88	83
	05-06	N/A N/A	93	90	93	96	94
	06-07	N/A	96	91	94	91	80
		N/A	96	95	92	84	90
Providence	03-04	IN/A	90	90	32	04	90
	04-05	N/A	91	98	92	91	92
	05-06	N/A	96	90	95	86	91
	06-07	N/A	96	92	88	98	98
River Heights	03-04	N/A	94	84	90	82	90
	04-05	N/A	96	94	91	90	78
	04-05 05-06	N/A N/A	99	94	95	84	78 95
	06-07	N/A	92	91	92	93	82
		27/1	00	04		-00	05
Sun/Summit	03-04	N/A	92	91	99	92	95
	04-05	N/A	88	98	95	95	95
	05-06 06-07	N/A N/A	99 91	96 96	95 95	95 97	97 94
		N/A	96	88	97	87	93
Wellsville	03-04 04-05	N/A	100		97	97	90
	04-05 05-06	N/A	100 96	96 95	96	88	90 84
	06-07	N/A	91	93	95	90	87
Canyon	05-06	N/A	89	92	89	93	86
Gariyon	00-00						
	06-07	N/A	91	81	95	85	94

CRT Language Arts - Cross-Year Proficiency Data

percent of students reading at proficiency (levels 3 & 4)

		<u>Kindergarten</u>	<u>First</u>	Second	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
CACHE	03-04	N/A	91	90	91	86	87
DISTRICT	04-05	N/A	90	93	91	90	88
	05-06	N/A	94	93	92	91	90
	06-07	N/A	92	92	92	91	90
STATE	03-04	N/A	77	78	76	77	76
of	04-05	N/A	76	79	77	79	78
UTAH	05-06 06-07	N/A N/A	77 77	79 79	78 75	80 77	79 76

Cache District Reading Fluency Data

Percentage of students scoring at or above the DIBELS Benchmark by spring of each year*

		<u>Kindergarten</u>	<u>First</u>	<u>Second</u>	<u>Third</u>	<u>Fourth</u>	<u>Fifth</u>
CACHE	02-03	58	66	67	62		
DISTRICT	03-04	70	82	70	69	65	70
	04-05	79	84	79	69	72	78
	05-06	80	87	80	73	74	78
	06-07	77	87	81	77	76	81
	07-08	84	86	76	71	73	81

District-supported instructional programs were available for highlighted groups of students as follows: **Saxon** – K, 1 **Saxon** – K, 1, 2 **Saxon** – K, 1, 2 **Saxon** - 1, 2 Saxon -2ERI – K ERI – K CR - 3, 4CR - 3**CR** - 3 RM - 1, 2RM - 1EV - 2, 3, 4EV - 3, 4, 5EV - 4.5**EV** – K, 1, 2 CR - 3RS - 3, 4RS - 4, 5RS - 5**EV** – 1, 2, 3

Tier I Programs:

Saxon = Saxon Phonics & Spelling

EV = Elements of Vocabulary

RS = Reading Success

LW = Literature Works Basal

GSW = Great Source Writing

Tier II Programs:

ERI = Early Reading Intervention

RM = Reading Mastery

CR = Corrective Reading

DIBELS are only "indicators"





If the cake isn't done.....









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The teachers, literacy facilitators and administrators of

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